 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Tori Penney Lesson #: 4 Facet: Self-Knowledge**

**Grade Level: 9-12 Numbers of Days: 2**

**Topic: Rights**

**PART I:**

**Objectives**

**Student will understand that** the context and cause for the Bill of Rights and the Civil Rights act is similar to what is currently happening in the Middle East and Africa.

**Student will know** democracy, revolution, ruler/president/king, oligarchy, monarchy, Cony, child soldiers, Al Qaeda.

**Student will be able to** be aware of the different types of governments and the rights of their citizens through making a brochure about a specific country and their governmental system

**Product:** Microsoft Word Brochure

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard Label: Civics and Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

Grade Level Span: Grade 9-Diploma

Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

Performance Indicators: a, b, c.

**Rationale**: Students will be researching and reporting on the different types of governments, focusing on one particular country, and the rights of their people. This will require deep thought and understanding about the way governments and authority works throughout the world.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

I will use a one sentence summary check in to make sure that students know what kind of government their country has, as well as a basic understanding of how that country works.

**Section II – timely feedback for products (self, peer, teacher)**

I will have the students as well as the teacher grade the brochure with a rubric. The students will also have a checklist to make sure that their brochures have everything that is required.

**Summative (Assessment of Learning):** Students will use Microsoft Word/Publisher to make a brochure that reflects on another kind of government and their people’s rights. The students will have the opportunity to choose their own country. They will research their country's governmental system and the rights their citizens have. This brochure will be graded on content.

**Integration**

**Technology:** The students will be using the internet to find pictures and information for their brochure. And will be using Microsoft word to make their brochures.

**Content Areas:** English: A lot of this project is going to be writing a report on a country and its current governmental situation in a brief enough way that it fits on a brochure. Art: Students will be encouraged to creatively make their brochures, including drawing the pictures themselves.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use a sequence chart to show what is happening within revolutionary countries, such as Syria, and will use a three step interview where they pretend to be the countries.

**Section II – Groups and Roles for Product**

The students will discuss in their small groups what to include in their sequence chart and what is going on throughout the countries.

**Differentiated Instruction**

**MI Strategies**

Verbal: Students will be pretending to be the countries themselves during the three step interview; this activity will include lots of creative interaction.

Logic: If students wish, they can also focus on an extra facet of the government to include in their brochure, such as their involvement in science research or green energy.

Visual: The students will be making a brochure which discusses a country, its government type, and the rights of its people. It will require pictures and will be a very visual project.

Kinesthetic: If students wish, they can also focus on an extra facet of the government to include in their brochure, such as their involvement in athletics.

Interpersonal: During the Jigsaw activity where the students will be interviewing each other there will be a lot of opportunity for fun interaction.

Intrapersonal: Students will make their brochure that reflects on another government on their own time.

Naturalist: If students wish, they can also focus on an extra facet of the government to include in their brochure, such as their conservation laws.

**Modifications/Accommodations**

*From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** Students who are absent will be given class notes from Google docs to go over; will have a conference with the teacher to make sure that they fully understand the notes and to elaborate on the notes. I will talk to the student to set a new deadline for the brochure, and make sure that they understand what is required of them.

**Extensions**

**Type II technology:** Making a brochure requires not only the use of the internet’s resources for research and pictures, but also the use of Microsoft word software. This software requires a lot of input from the student.

**Gifted Students:** All of the students will be able to go about their brochures as they wish as long as they include the necessary information that will be given to them on their checklist. If a student wants, they can go further into depth with the rights of the citizens, using quotes from people, as well as focusing more on current events rather than a general overview.

**Materials, Resources and Technology**

Pencils

Pens

Paper

Laptop

Projector

Rulers

Colored Pencils

Markers

Internet

Student Laptops

Teacher Laptop

**PART II:**

**Teaching and Learning Sequence(Describe the teaching and learning process using all of the information from part I of the lesson plan) Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)**

Day 1

5- Hook- Kim Jong Mask. Briefly talk about the state of N. Korea and the rights of its citizens.

45 – Go over content notes.

30 – Go over the requirements for the brochure, how to use the software, and let the students work on it.

Day 2

80 – Work Period for students.

**Classroom Arrangement: Small groups of 4 all facing each other.**

Students will understand that the context and cause for the Bill of Rights and the Civil Rights act is similar to what is currently happening in the Middle East and Africa. This is important to know because history repeats itself again and again, and these kinds of revolutions will continue later in their life, maybe even in our country. Students draw on concepts from civics and government to understand political systems, power, authority, governance, civil ideals and practices, and the role of citizens in the community. I will start of class by wearing a Kim Jong Mask and saying some quotes which he has said and talking about some acts he has passed.

**Why, Where, What, Hook, Tailors: Verbal, Logic, Visual, Interpersonal.**

Students will know democracy, revolution, ruler/president/king, oligarchy, monarchy, Cony, child soldiers, Al Qaeda. (see content notes) Students will be given a sequence chart that way the students can chart out and see the processes that lead to the current state of their country. Each student will focus on one country and relay that information to the other students within their group. I am going to use One Sentence Summaries to make sure that the students understand their country and its current governmental state.

**Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Interpersonal, Intrapersonal.**

Students will be aware of the different types of governments and the rights of their citizens through making a brochure about a specific country and their governmental system. They will research their country deeply and thoroughly. And will have the option to specialize their brochure, such as focusing on how their country supports athletics or music, or green energy. This project will be graded on creativity as well as content and grammar. Students will have the opportunity to share their brochures with their table group. Students will work on their prize on their own and then share them with other students in their group. I am going to use one sentence summaries to make sure that the students understand their country and its current governmental setup. I will have students use a checklist to make sure they have everything needed for their brochure and have them use a rubric to grade themselves when they are done.

**Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Musical, Visual, Kinesthetic, Interpersonal, Intrapersonal, Naturalist.**

Feedback will be done by the student as well as by the teacher. The students will use a checklist to make sure they have included everything and will also make comments on how they think they did. The teacher will grade with a rubric. This project will be graded on creativity, content, grammar & syntax.

**Evaluated, Tailors:** **Verbal, Intrapersonal.**

**Content Notes**

Arab Spring: A rush of revolutionary events in the Arab world that started in December of 2010 and is still continuing today. Using and causing demonstrations, protests, and civil wars have erupted. Starting in Tunisia, they forced their leader out of power. Then Egypt, Libya, and Yemen followed in their footsteps.

The main forms of protest have been through civil disobedience and strikes, demonstrations, marches, and rallies. They have used social media and video to strengthen their cause.

Many of these protests have caused major clashes between citizens and their countries. People are fighting for democracy--something many of these countries have never seen. They are also fighting due to income did extity and other economic and socioeconomic issues. These governments have been known to violate human rights, be full of corruptions, and ignore economic issues such as unemployment and extreme poverty.

<http://en.wikipedia.org/wiki/File:Arab_Spring_map.svg> - map of countries with legends

Types of Governments:

Arch- ruler ship/hierarchy.

Aristocracy - Rule by the elite. In order to be elite you need to be born into the right family. ex. Europe in the Middle Ages.

Autocracy - Ruled by one individual who has total control.

Absolute Monarchy- Ruler is head of state and head of government.

Fascism - One main ruler. Focuses a lot on patriotism and strength as a nation and as citizens of the country. Things are illegal that do not relate to faith in the country.

Ex. North Korea, Hitler’s Germany.

Democracy - Ruling government chosen by popular election. Right to vote is not limited to wealth or race.

Ex. US

**Handouts**

Sequence Chart

Checklists

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

**Standard 1 –Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Learning Styles**

Clipboard: Their brochures will be very accurate, and pay good attention to detail. They will also be good at writing a condense report on their brochures.

Microscope: Microscopes enjoy seeing the sequence and cause and effect, and so the sequence charts will be great for them. They will enjoy the setup of the graphic organizer and how it shows cause and effect.

Puppy: Puppies are good at observing human behavior and seeing why people do the things that they do. This will be good for this assignment when they are looking at monarchies and other ruler-led countries.

Beach Ball: Beach Balls will be good at seeing and reporting on the larger picture of how their country works. They will enjoy having their brochure as a finished project as well as the graphic organizer.

**Rationale:** This lesson will give students plenty of options for how to go about their learning and their projects. All of the learning styles have the option to personalize their brochure and go about it as they wish as long as it still reports on the necessary aspects of their country.

**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

**Formative:**

I will use a one sentence summary check in to make sure that students know what kind of government their country has, as well as a basic understanding of how that country works. I will have the students as well as the teacher grade the brochure with a rubric. The students will also have a checklist to make sure that their brochures have everything that is required.

**Summative:**

The brochure will be graded on accuracy as well as grammar and syntax and creativity. It will be graded with a rubric.

**Rationale:** During this lesson there will be a formative and a summative assessment. The formative assessment will check for understanding of the subject matter. The summative assessment will check for thorough understanding of the subject matter at the end of the lesson.

**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Content Knowledge:** democracy, revolution, ruler/president/king, oligarchy, monarchy, Cony, child soldiers, Al Qaeda.

**MLR or CCSS:**

Maine Learning Results Content Area: Social Studies Standard Label: Civics and Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world. Grade Level Span: Grade 9-Diploma

Performance Indicators: a, b, c.

Facet: Self-Knowledge

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**MI Strategies:**

Verbal: Students will be pretending to be the countries themselves during the three step interview; this activity will include lots of creative interaction.

Logic: If students wish, they can also focus on an extra facet of the government to include in their brochure, such as their involvement in science research or green energy.

Visual: The students will be making a brochure which discusses a country, its government type, and the rights of its people. It will require pictures and will be a very visual project.

Kinesthetic: If students wish, they can also focus on an extra facet of the government to include in their brochure, such as their involvement in athletics.

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Intrapersonal: Students will make their brochure that reflects on another government on their own time.

Naturalist: If students wish, they can also focus on an extra facet of the government to include in their brochure, such as their conservation laws.

**Type II Technology:** Making a brochure requires not only the use of the internet’s resources for research and pictures, but also the use of Microsoft word software. This software requires a lot of input from the student.

**Rationale:** The process of making a brochure is very interactive with technology in many different ways. The students have to find their information and their pictures (if they decide not to make them themselves) on the internet and then input it into their brochures.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

**a. Promote, support, and model creative and innovative thinking and inventiveness**

**b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources**

**c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes**

**d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments**

**Rationale:** The creation of this brochure definitely encourages innovative thinking and thoroughly explores current real-world issues and how to spread the word with digital tools. Students will display their understanding with the brochure, and the students will have the option to view or work with others.

**Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

**a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**

**b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**

**c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**

**d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**

**Rationale:** The creation of this brochure encourages expressing learning in a creative way with digital tools, giving the students the choice to make it as they wish and in their own way.